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IDENTIFIERS Evergreen Valley College CA

ABSTRACT

Three studies were conducted at Evergreen Valley College, in San Jose, California, to measure the persistence of new college students enrolled in entry-level English courses (i.e., English 321, English 322, and English 330) in fall 1988. Specifically, the studies examined students' persistence from their initial English course through Transfer Level English (TLE) during the four academic years from fall 1988 through spring 1992. In fall 1988, a total of 69 new students were enrolled in English 321, 137 in English 322, and 152 in English 330. Results of the studies of these students included the following: (1) in English 321, only five (7%) of the original fall 1998 group persisted through TLE; (2) for the same group, Blacks had a 29% persistence rate, while all other ethnic groups had rates of less than 10%; (3) in English 322, 23% of the 137 new students progressed through TLE, while 66% achieved competency in the course; (4) 93% of the English 322 students were non-White, with Hispanics comprising 36% and Asians 33%; (5) of the students who entered into English 330, 20% progressed through TLE by spring 1992; (6) out of a group that was 57% female and 43% male, 17% of the females and 23% of the males persisted; (7) in English 330, Hispanic males and Black females had the highest persistence rates at 30% and 45%, respectively; and (8) for all of the groups, the studies showed that the college is not meeting its goals in terms of transferring more underprepared students and protected ethnic groups. Detailed data tables are included. (MAB)

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EVERGREEN VALLEY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS

from

English 321, 322 and 330

through

TRANSFER LEVEL ENGLISH (1A)

FALL 1988 - SPRING 1992

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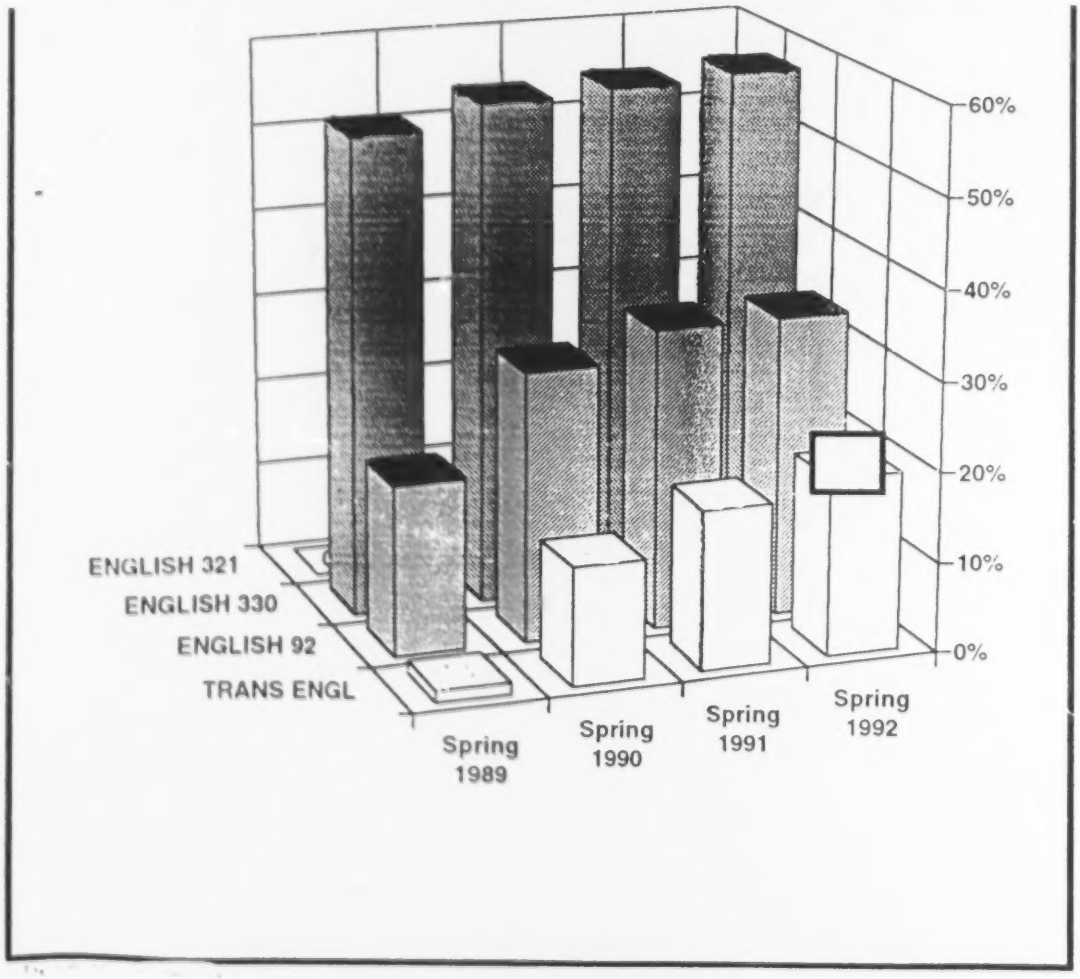

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Research Reports #257, #258, #292.

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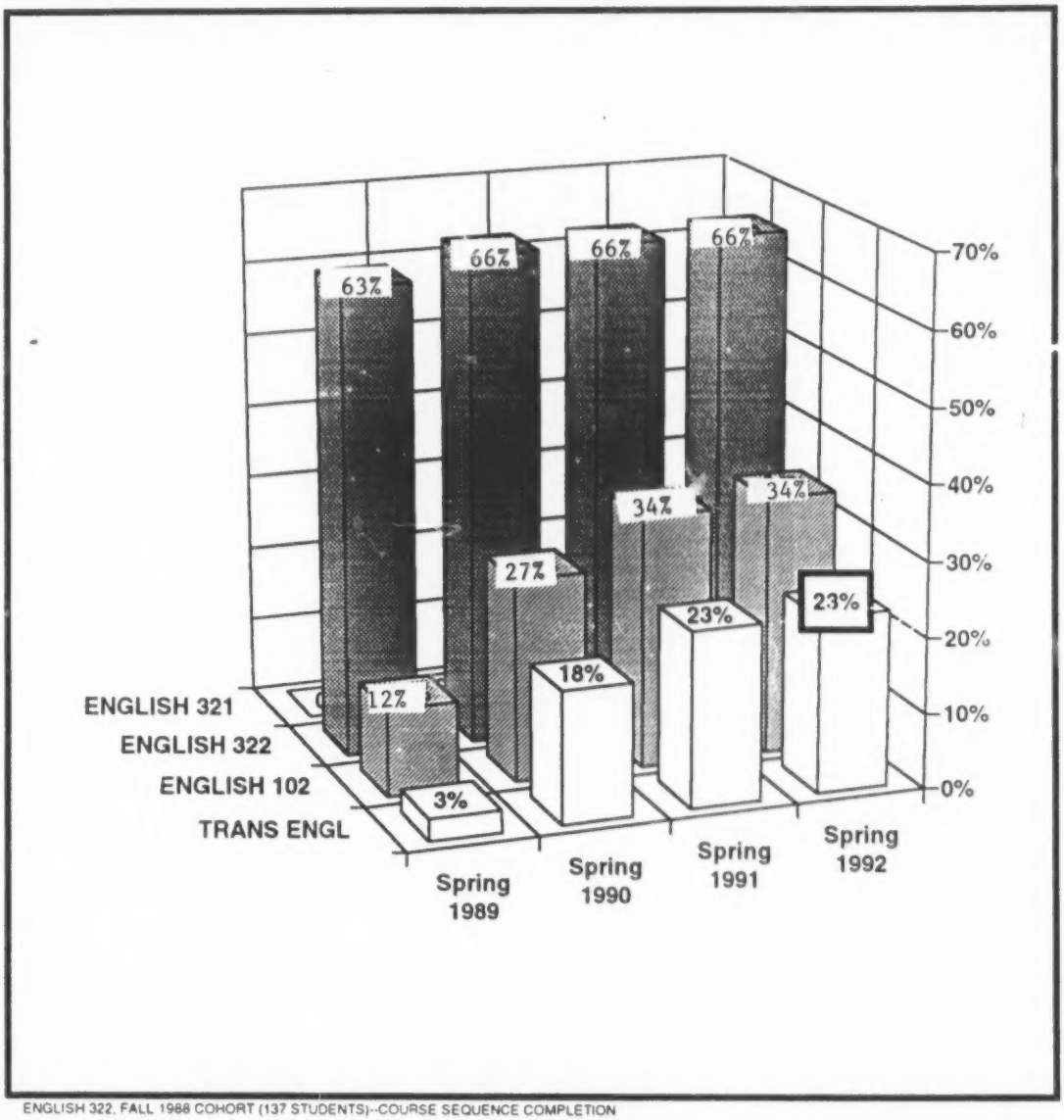
EVERGREEN VALLEY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS
from
ENGLISH 322
through
TRANSFER LEVEL ENGLISH (1A)

FALL 1988 - SPRING 1992



ENGLISH 322, FALL 1988 COHORT (137 STUDENTS)--COURSE SEQUENCE COMPLETION

Research Report #257

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Background Information

Abbreviations

Ethnic Groups

IND = American Indian/Alaskan native
FIL = Filipino
BLK = Black
MID = Middle Eastern
PAC = Pacific Islander (Guam, Samoa etc.)
ASN = Asian (Chinese, Japanese, Korean, Vietnamese, etc.)
HSP = Chicano, Latino, Mexican, Hispanic
WHT = White, non-Hispanic
OTH = Other non-White
DCL = Decline to state
UNK = Unknown

Benchmark Ethnic Groups

ASN = ASN + FIL + PAC
BLK = BLK
HSP = HSP
WHT = WHT
OTH = OTH + IND + MID

Note: DCL & UNK are not represented in the benchmark figures.

Other Abbreviations & Definitions

SJCC = San Jose City College
EVC = Evergreen Valley College
ENGLISH 330/335 = Writing Level 2 (Not paired with Reading Level 2): Achieved by successfully completing one of the following classes: ENGL 330, ENGL 335, or E S L 312
ENGLISH 92 = Writing Level 3 (Not Paired with Reading Level 3): Achieved by successfully completing one of the following classes: ENGL 92 or E S L 92
TRANS ENGL = Transfer Level English: ENGLISH 1A or E S L 1A
COMPETENCY = A, B, C or CR grade in course or equivalent course
PERSISTENCE (PERS) = Successfully continuing to the next level after gaining competency in the previous level

Appendices

Detailed appendices are available upon request from the office of Academic Standards

Funding

The prototype and template for this report were developed using Title III funds.

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Data Collection

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Prototype & Template Creation, Document Preparation

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DATA HIGHLIGHTS

- Thirty-two students, or 23%, of the 137 new students beginning in English 322 in Fall 1988 at EVC progressed through Transfer Level English between Fall 1988 and Spring 1992.

- 66% of these 137 students beginning in English 322 achieved competency in English 322 (Read Level 2) within four academic years, and 34% achieved competency in English 102 (Read Level 3). All students who gained competency in English 322 did so within two years of beginning. All other competency was achieved by the end of the third year.

- Blacks had the highest persistence rate through Transfer Level English at 38%. Whites and Others had the lowest rates at 11% and 10%, respectively.

- All seven (100%) White Males who started in English 322 achieved competency in English 322, as did 78% Other Males. Black Females persisted at a rate of 78%, Hispanic Females at 76%, and White Females at 71%.

- Rates of competence in English 102 were much lower. Only 30% of all Males and 37% of all Females persisted through English 102.

- Hispanic Females (33%) and Black Females (44%) achieved Transfer Level English at a rate over ten percentage points above their counterparts (Hispanic Males at 24% and Black Males at 25%). Only nine Whites were in this group; one of two Males persisted through Transfer Level English. None of seven Females persisted.

- 93% of the original group of 137 was non-White.

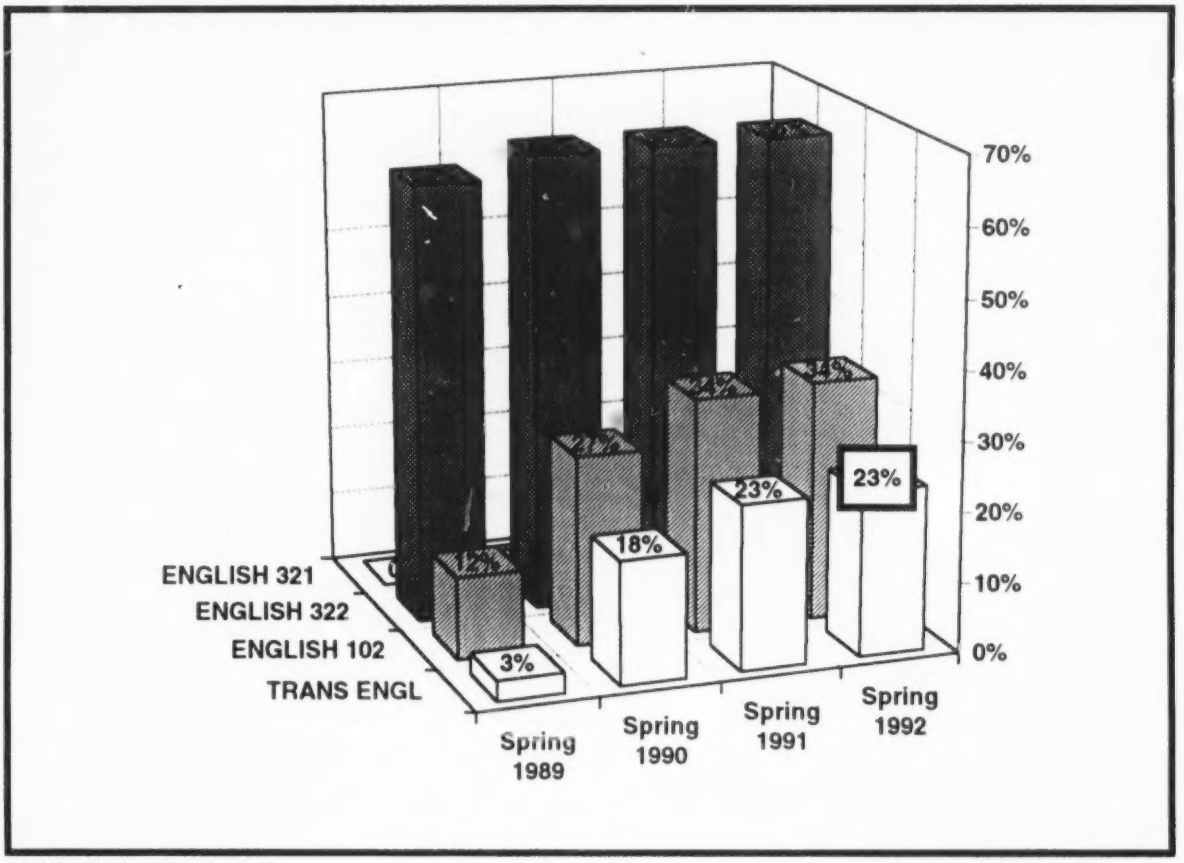
- Of the 137 students beginning in English 322, Hispanic (36%) and Asian (33%) comprised the largest ethnic groups. White, at 7%, comprised the smallest, and only one of these nine White students persisted.

COMMENT: 93% of the English 322 students were non-White. If one of the college's goals is to transfer more underprepared students and protected ethnic groups, this goal is not being met for about three-fourths of students entering at the English 322 level.

Question: **What percentage of new college students who started in ENGLISH 322 at EVC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

Cumulative Persistence from ENGLISH 322 through TRANSFER LEVEL ENGLISH (1A)

		ENGLISH 321	ENGLISH 322	ENGLISH 102	TRANS ENGL	
	Spring 1989	0%	63%	12%	3%	
	Spring 1990	0%	66%	27%	18%	
	Spring 1991	0%	66%	34%	23%	
	Spring 1992	0%	66%	34%	23%	



ENGLISH 322, FALL 1988 Cohort = 137

Low numbers necessitate caution in interpreting data.

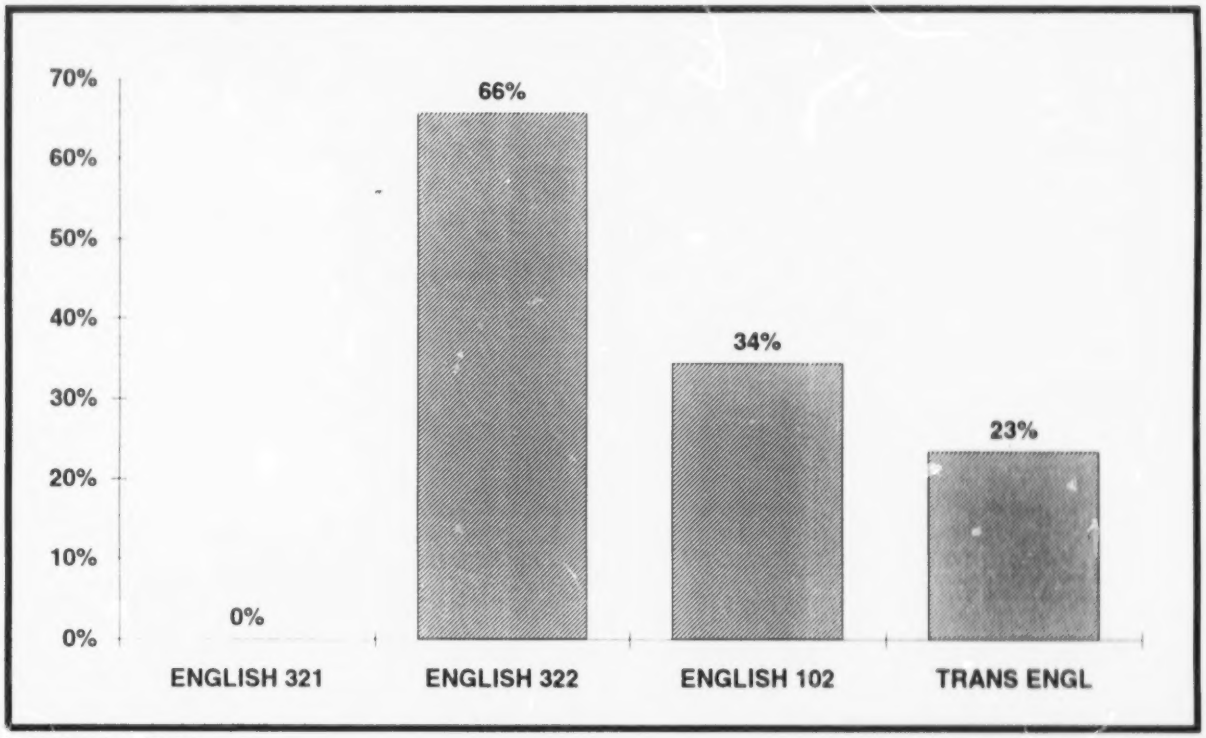
Answer: **23%** of the original FALL 1988 group persisted through English 1A within four academic years.

Question: **What are the cumulative ENGLISH 322 and higher level ENGLISH competency rates over four academic years of new college students who started in ENGLISH 322 at EVC in FALL 1988?**

Cumulative Percentage by Semester

	FALL 1988	F88	S89	Su89	F89	S90	Su90	F90	S91	Su91	F91	S92
	Cohort	%	%	%	%	%	%	%	%	%	%	%
ENGLISH 321		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ENGLISH 322	137	61%	63%	63%	64%	66%	66%	66%	66%	66%	66%	66%
ENGLISH 102		0%	12%	13%	20%	27%	28%	32%	34%	34%	34%	34%
TRANS ENGL		0%	3%	4%	14%	18%	19%	23%	23%	23%	23%	23%

CUMULATIVE COMPETENCY RATES FOR ENGLISH 322 AND HIGHER ENGL AFTER FOUR ACADEMIC YEARS (Spring 1992)



ENGLISH 322, FALL 1988 Cohort = 137

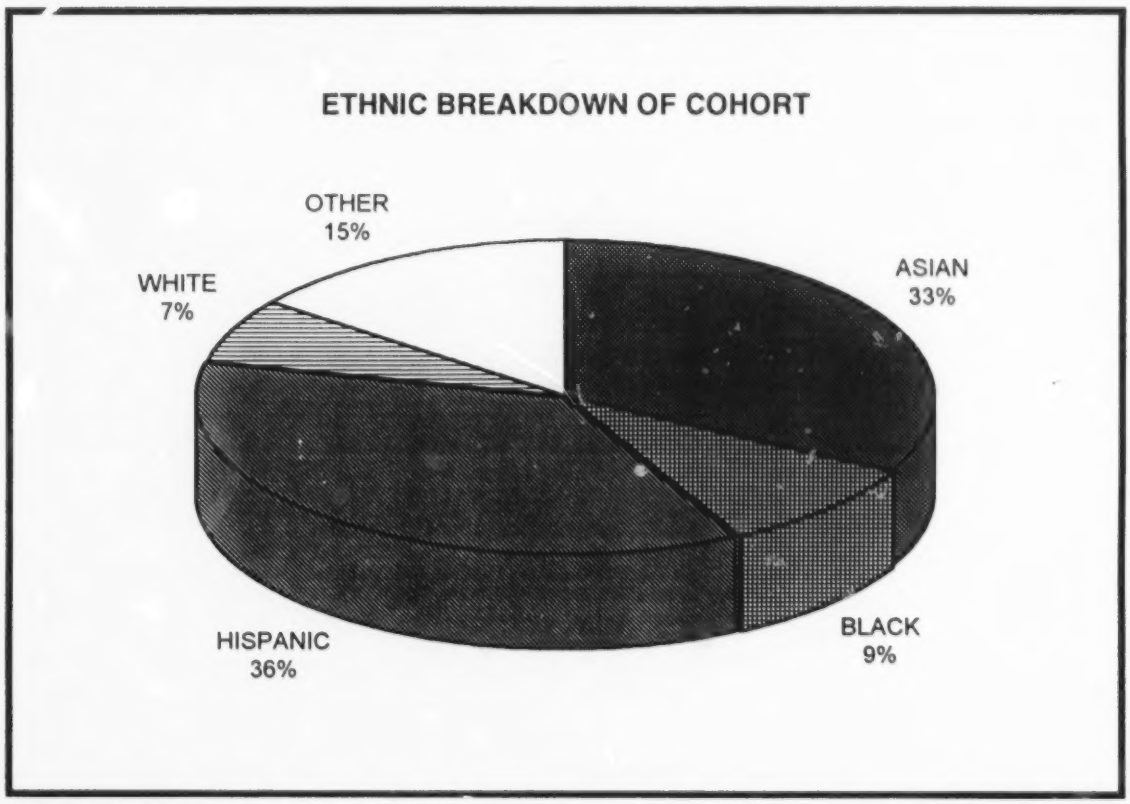
Low numbers necessitate caution in interpreting data

Answer: After four academic years, the cumulative competency rates for new college students who began in FALL 1988 in ENGLISH 322 were as follows:

ENGLISH 321	0%
ENGLISH 322	66%
ENGLISH 102	34%
TRANSFER LEVEL ENGLISH (1A)	23%

QUESTION: **What was the benchmark ethnic breakdown of new college students who started in ENGLISH 322 at EVC in FALL 1988?**

FALL 1988 COHORT		
GROUP	#	%
ASIAN	45	33%
BLACK	13	9%
HISPANIC	50	36%
WHITE	9	7%
OTHER	20	15%
TOTAL	137	100%



ANSWER:

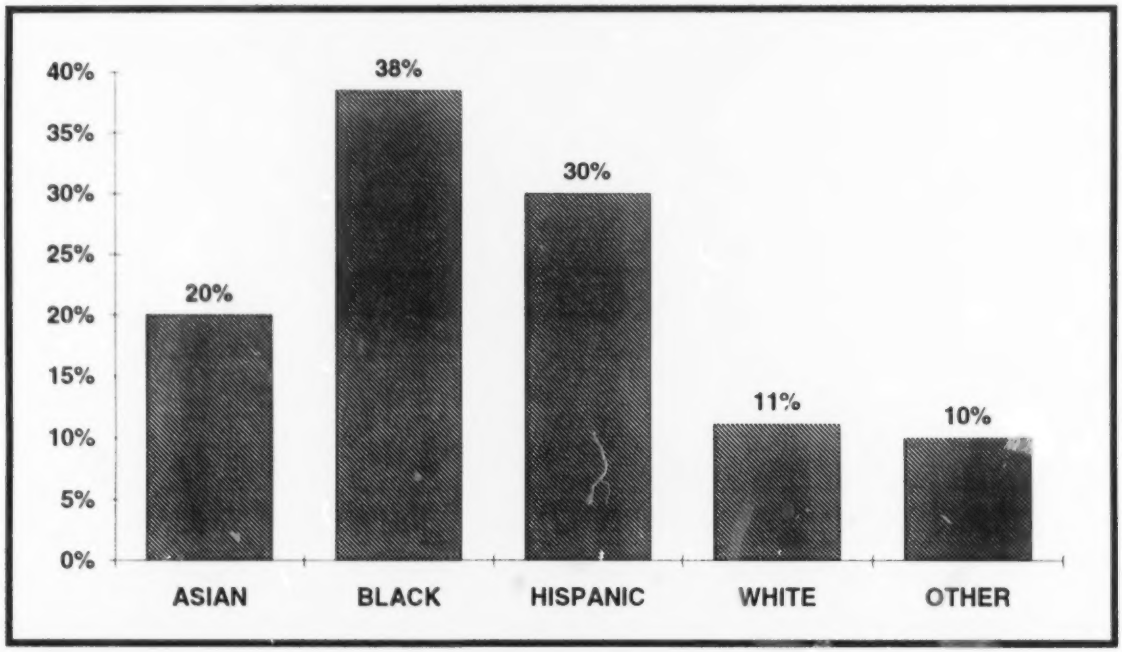
Proportionately largest student group(s): HISPANIC at 36%

Proportionately smallest student group(s): WHITE at 7%

Question: **What number and percentage of new college students, by ethnicity, who started in ENGLISH 322 at EVC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers
ASIAN	45	9	20%
BLACK	13	5	38%
HISPANIC	50	15	30%
WHITE	9	1	11%
OTHER	20	2	10%
TOTAL	137	32	23%



Low numbers necessitate caution in interpreting data

Answer:

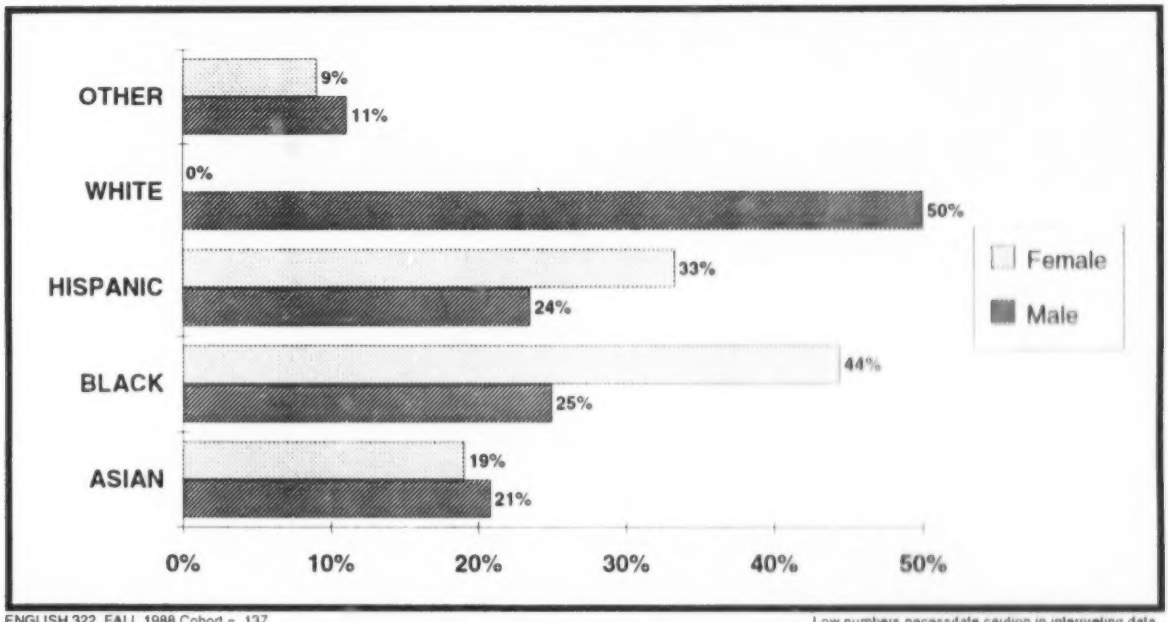
Group(s) with HIGHEST persistence rate: BLACK at 38%

Group(s) with LOWEST persistence rate: OTHER at 10%

Question: **What number and percentage of new college students, by ethnicity and gender, who started in ENGLISH 322 at EVC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS FROM ENGLISH 322 THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY AND GENDER
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers	Fall 1988 Cohort	S92 # Pers	S92 % Pers
	Male	Male	Male	Female	Female	Female
ASIAN	24	5	21%	21	4	19%
BLACK	4	1	25%	9	4	44%
HISPANIC	17	4	24%	33	11	33%
WHITE	2	1	50%	7	0	0%
OTHER	9	1	11%	11	1	9%
TOTAL	56	12	21%	81	20	25%



ENGLISH 322, FALL 1988 Cohort = 137

Low numbers necessitate caution in interpreting data

Answer:

HIGHEST RANKING GROUPS:

MALE
WHITE at 50%

FEMALE
BLACK at 44%

LOWEST RANKING GROUPS:

MALE
OTHER at 11%

FEMALE
WHITE at 0%

San Jose/Evergreen Community College District Longitudinal Tracking System

EVERGREEN VALLEY COLLEGE

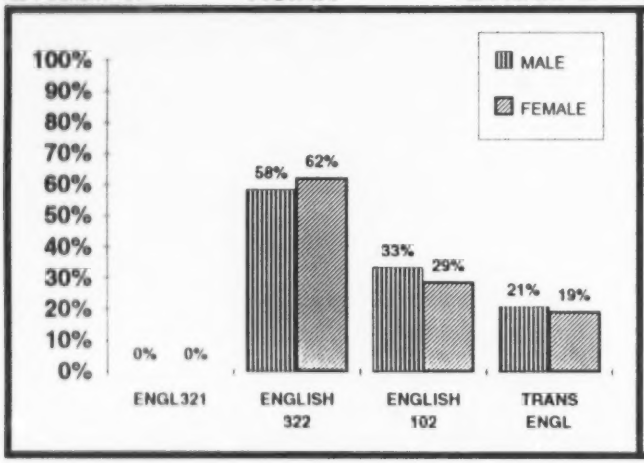
PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 322 FALL 1988

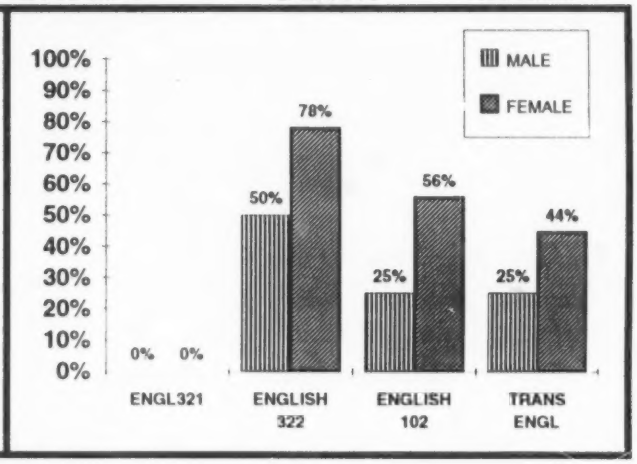
CUMULATIVE 4TH SEMESTER DATA (Spring 1992)

BY BENCHMARK ETHNICTY AND GENDER

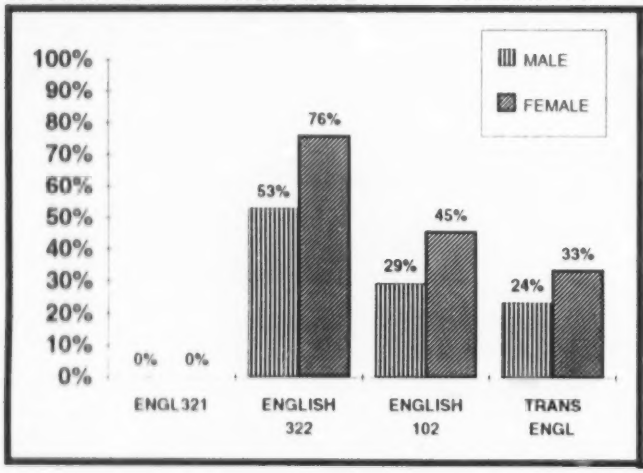
F88 F COHORT = 21 **ASIAN** F88 M COHORT = 24



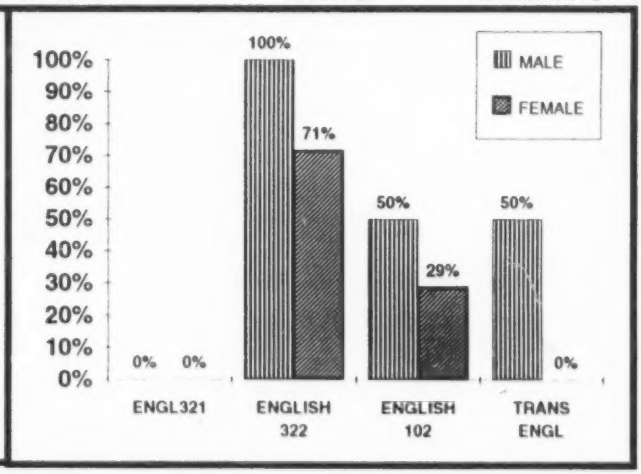
F88 F COHORT = 9 **BLACK** F88 M COHORT = 4



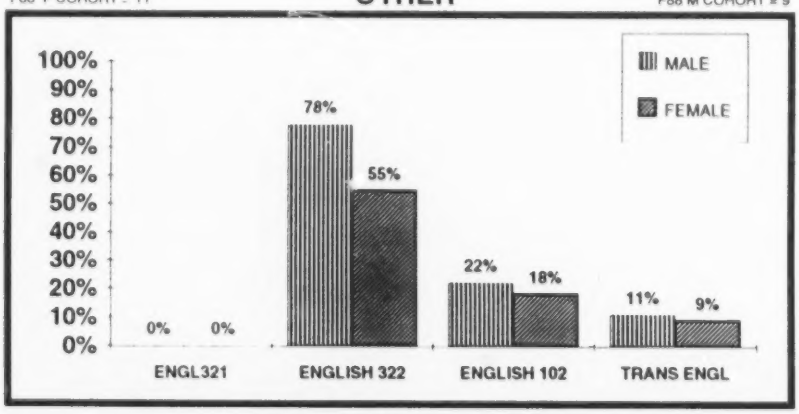
F88 F COHORT = 33 **HISPANIC** F88 M COHORT = 17



F88 F COHORT = 7 **WHITE** F88 M COHORT = 2



F88 F COHORT = 11 **OTHER** F88 M COHORT = 9



Low numbers necessitate caution in interpreting data.

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EVERGREEN VALLEY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 322 FALL 1988

from
ENGLISH 322
through
TRANSFER LEVEL ENGLISH (1A)

SORTED FROM HIGH TO LOW

CUMULATIVE NUMBER AND PERCENT*, 4TH SEMESTER DATA

BY ETHNICITY AND GENDER

ENGLISH 322, FALL 1988 Cohort = 137

Low numbers neccessitate caution in interpreting data.

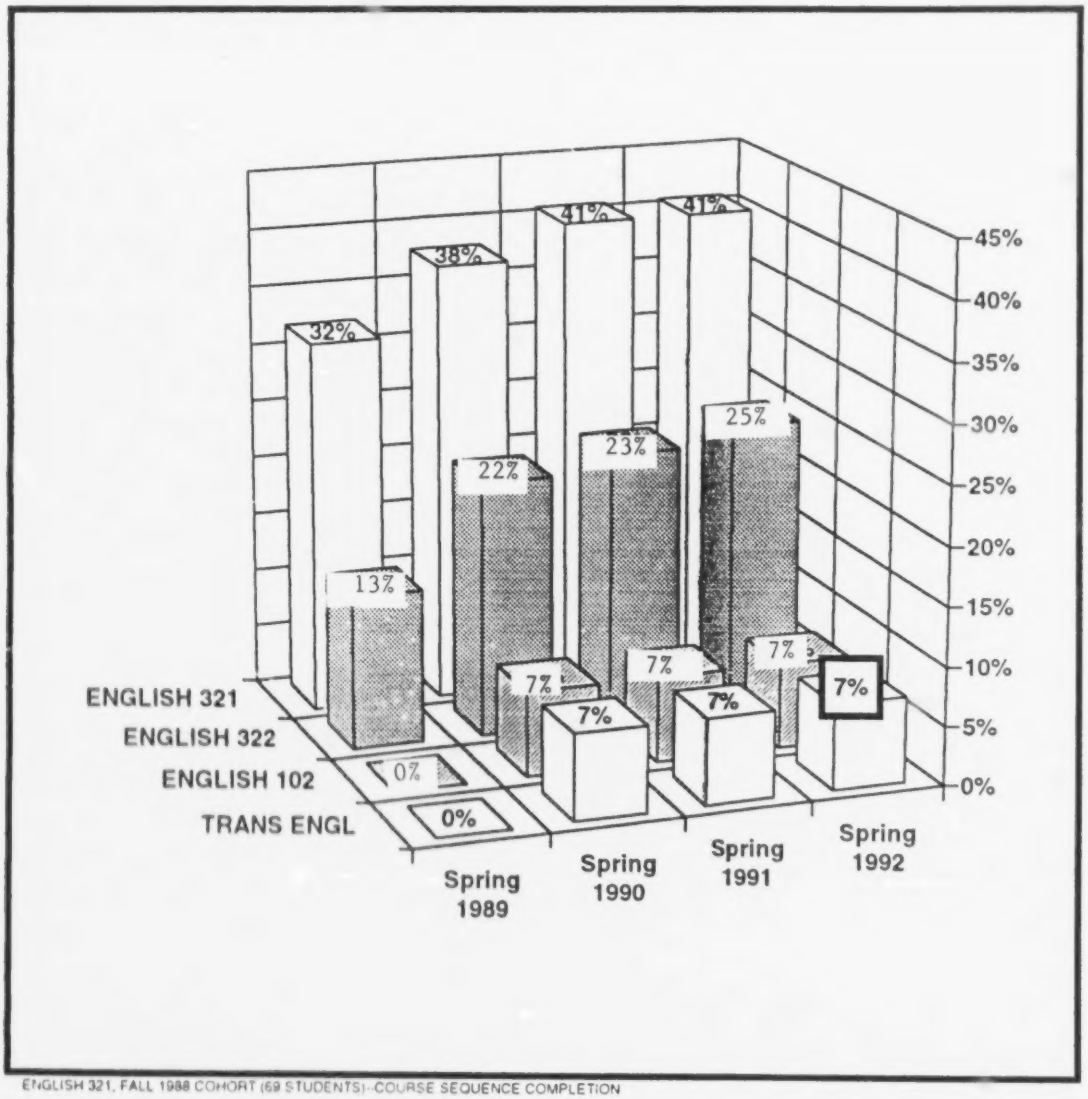
FALL 1988 - SPRING 1992					SORTED HIGH TO LOW			
ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %		ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %
IND M	1	0	0%		UNK M	6	3	50%
IND F	1	0	0%		WHT M	2	1	50%
FIL M	5	0	0%		BLK F	9	4	44%
FIL F	5	1	20%		HSP F	33	11	33%
BLK M	4	1	25%		ASN F	10	3	30%
BLK F	9	4	44%		ASN M	17	5	29%
MID M	0	0	0%		BLK M	4	1	25%
MID F	0	0	0%		HSP M	17	4	24%
PAC M	2	0	0%		FIL F	5	1	20%
PAC F	6	0	0%		OTH M	8	1	13%
ASN M	17	5	29%		UNK F	8	1	13%
ASN F	10	3	30%		OTH F	10	1	10%
HSP M	17	4	24%		WHT F	7	0	0%
HSP F	33	11	33%		PAC F	6	0	0%
WHT M	2	1	50%		FIL M	5	0	0%
WHT F	7	0	0%		PAC M	2	0	0%
OTH M	8	1	13%		IND M	1	0	0%
OTH F	10	1	10%		IND F	1	0	0%
DCL M	0	0	0%		MID M	0	0	0%
DCL F	0	0	0%		MID F	0	0	0%
UNK M	6	3	50%		DCL M	0	0	0%
UNK F	8	1	13%		DCL F	0	0	0%

*Percentages in this table di fer from other tables in this report because this table includes Unknown and Decline to State categories.

EVERGREEN VALLEY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS
from
ENGLISH 321
through
TRANSFER LEVEL ENGLISH (1A)

FALL 1988 - SPRING 1992



ENGLISH 321, FALL 1988 COHORT (69 STUDENTS)--COURSE SEQUENCE COMPLETION

Background Information

Abbreviations

Ethnic Groups

IND = American Indian/Alaskan native
FIL = Filipino
BLK = Black
MID = Middle Eastern
PAC = Pacific Islander (Guam, Samoa, etc.)
ASN = Asian (Chinese, Japanese, Korean, Vietnamese, etc.)
HSP = Chicano, Latino, Mexican, Hispanic
WHT = White, non-Hispanic
OTH = Other non-White
DCL = Decline to state
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Benchmark Ethnic Groups

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Note: DCL & UNK are not represented in the benchmark figures.

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ENGLISH 92 = Writing Level 3 (Not Paired with Reading Level 3); Achieved by successfully completing one of the following classes: ENGL 92 or E S L 92
TRANS ENGL = Transfer Level English: ENGLISH 1A or E S L 1A
COMPETENCY = A, B, C or CR grade in course or equivalent course
PERSISTENCE (PERS) = Successfully continuing to the next level after gaining competency in the previous level

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Project Author

Dr. Jon Kangas

Data Collection

Jennifer Drino
Tony Ma

Prototype & Template Creation, Document Preparation

Kathleen Budros, Program Assistant

DATA HIGHLIGHTS

- Only 5 students, or 7%, of the 69 new students beginning in English 321 in Fall 1988 at EVC progressed through Transfer Level English between Fall 1988 and Spring 1992.

- 41% of these 69 students beginning in English 321 achieved competency in English 321 (Read Level 1) within four academic years, 25% reached competency in English 322 (Read Level 2), and 7% achieved competency in English 102 (Read Level 3).

- While 41% of EVC English 321 students eventually succeeded in completing English 321, 74% did so at SJCC. Significantly, 13% of SJCC English 321 students passed Transfer Level English within the four years under study compared to 7% for EVC (see Research Report # 268 and Research Report #259).

- All ethnic groups except Blacks had fewer than 10% of their members successfully persisting through Transfer Level English; Blacks had a 29% persistence rate (2 of 7 students). No Whites or Others persisted through Transfer Level English.

- Only two Females (of 39) persisted through Transfer Level; both were Black. No Asian, Hispanic, White, or Other Females persisted. Only three males (of 30) persisted through Transfer Level English; one was Asian, two were Hispanic. No Black, White, or Other Males persisted. Low numbers make meaningful comparisons between the ethnic groups difficult (Black, White, and Other categories each had fewer than 10 students). The group as a whole had an extremely low persistence rate; only 10% of the Males and 5% of the Females persisted.

- 95% of the original group of 69 was non-White.

- Of the 69 students beginning in English 321, Hispanic (46%) and Other (32%) comprised the largest ethnic groups. White, at 3%, comprised the smallest.

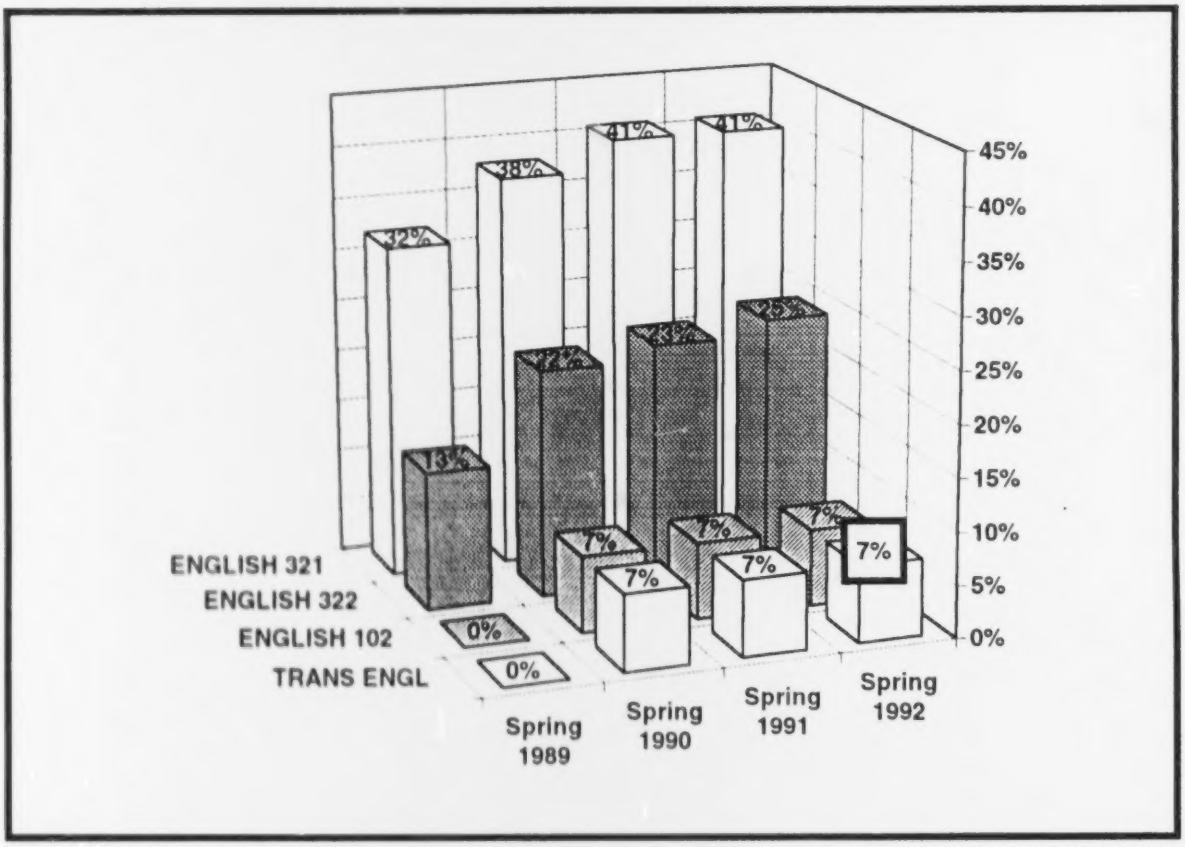
COMMENT: 95% of the English 321 students were non-White. If one of the college's goals is to transfer more underprepared students and protected ethnic groups, this goal is not being met for the large percentage of students entering English 321 at the level.

RECOMMENDATION: It is recommended that an individual educational plan be developed for students at the English 321 level using the expertise of as many relevant professionals as possible, e.g., career specialist, learning disabilities specialist, job developer, social worker, counselor, etc. Packaging this in a guidance class could be a practical approach.

Question: **What percentage of new college students who started in ENGLISH 321 at EVC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

Cumulative Persistence from ENGLISH 321 through TRANSFER LEVEL ENGLISH (1A)

		ENGLISH 321	ENGLISH 322	ENGLISH 102	TRANS ENGL	
	Spring 1989	32%	13%	0%	0%	
	Spring 1990	38%	22%	7%	7%	
	Spring 1991	41%	23%	7%	7%	
	Spring 1992	41%	25%	7%	7%	



ENGLISH 321, FALL 1988 Cohort = 69

Low numbers necessitate caution in interpreting data.

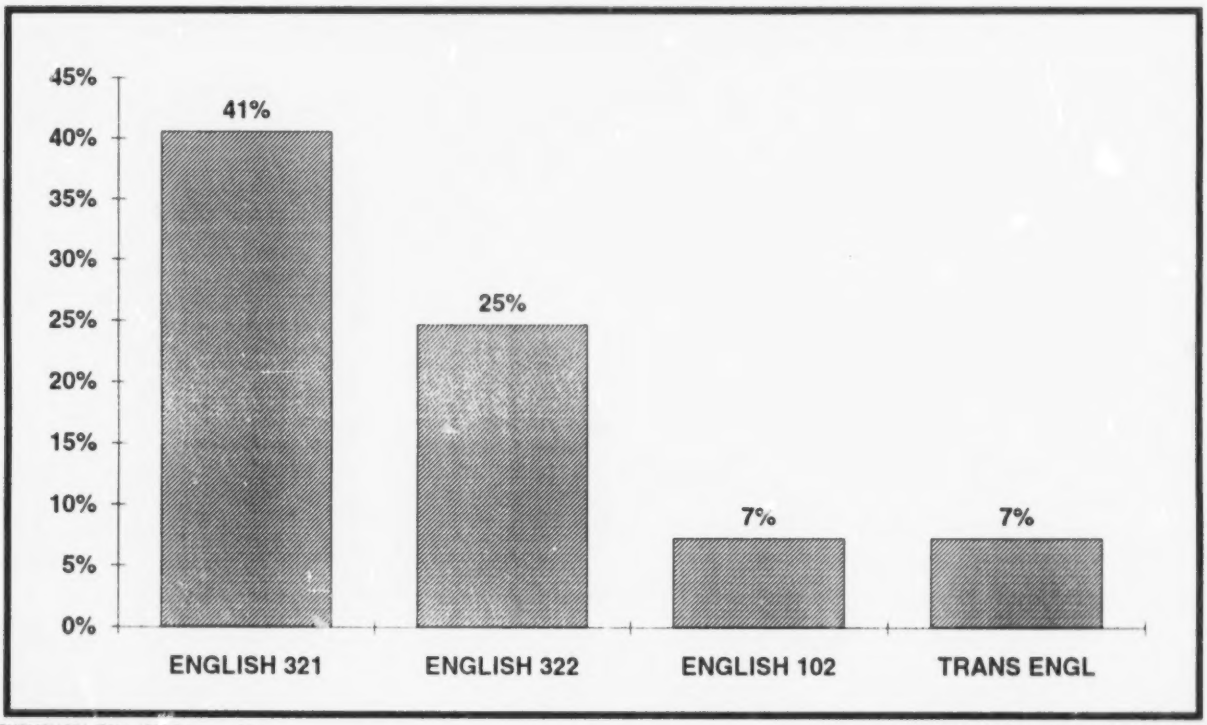
Answer: **7%** of the original FALL 1988 group persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years.

Question: **What are the cumulative ENGLISH 321 and higher level ENGLISH competency rates over four academic years of new college students who started in ENGLISH 321 at EVC in FALL 1988?**

Cumulative Percentage by Semester

	FALL 1988	F88	S89	Su89	F89	S90	Su90	F90	S91	Su91	F91	S92
	Cohort	%	%	%	%	%	%	%	%	%	%	%
ENGLISH 321	69	14%	32%	33%	36%	38%	38%	39%	41%	41%	41%	41%
ENGLISH 322		0%	13%	14%	20%	22%	22%	23%	23%	23%	25%	25%
ENGLISH 102		0%	0%	0%	3%	7%	7%	7%	7%	7%	7%	7%
TRANS ENGL		0%	0%	0%	4%	7%	7%	7%	7%	7%	7%	7%

CUMULATIVE COMPETENCY RATES FOR ENGLISH 321 AND HIGHER ENGL AFTER FOUR ACADEMIC YEARS (Spring 1992)



ENGLISH 321, FALL 1988 Cohort = 69

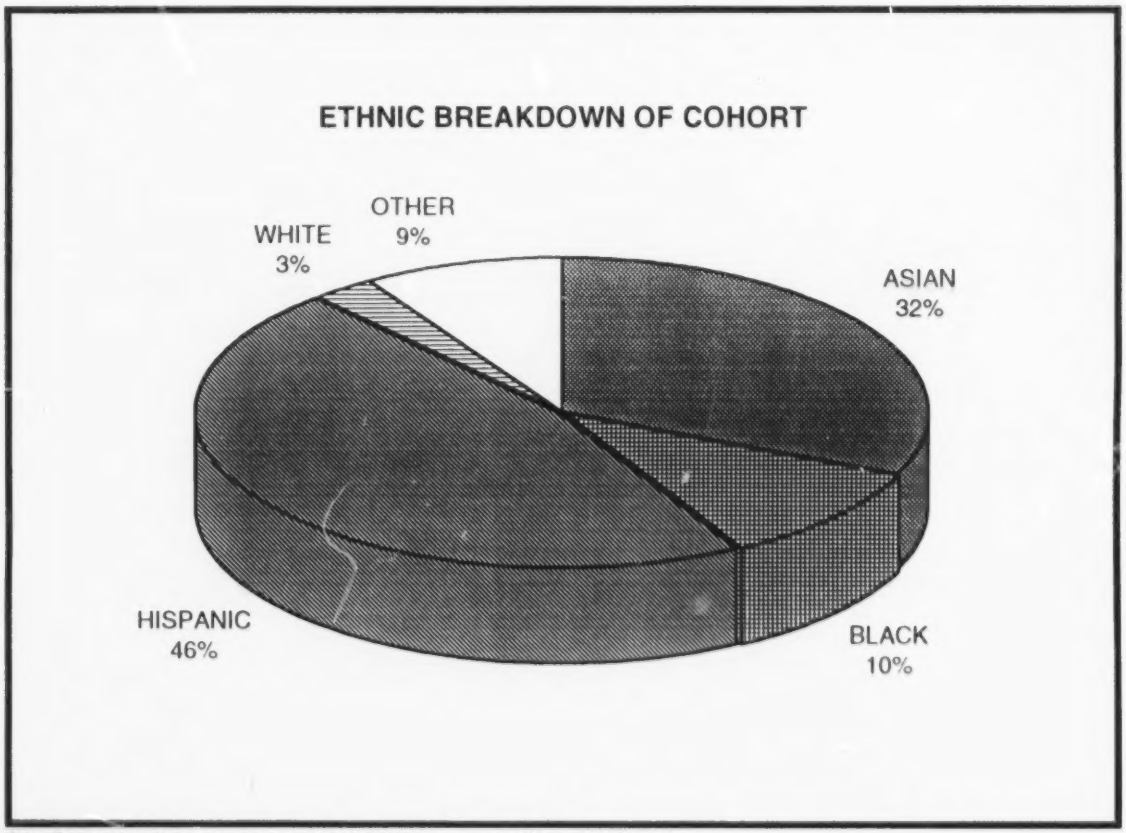
Low numbers necessitate caution in interpreting data

Answer: After four academic years, the cumulative competency rates for new college students who began in FALL 1988 in ENGLISH 321 were as follows:

ENGLISH 321	41%
ENGLISH 322	25%
ENGLISH 102	7%
TRANSFER LEVEL ENGLISH (1A)	7%

Question: **What was the benchmark ethnic breakdown of new college students who started in ENGLISH 321 at EVC in FALL 1988?**

FALL 1988 COHORT		
GROUP	#	%
ASIAN	22	32%
BLACK	7	10%
HISPANIC	32	46%
WHITE	2	3%
OTHER	6	9%
TOTAL	69	100%



Note: Computer rounding sometimes results in slightly different percentages on the pie chart and the table.

Answer:

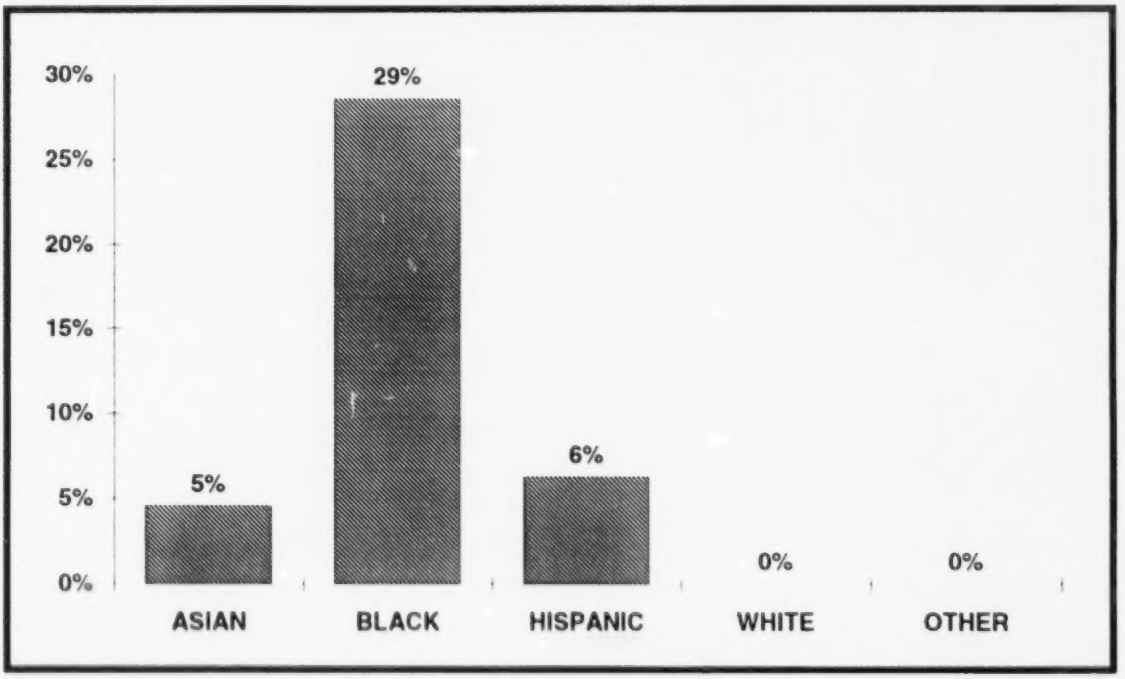
Proportionately largest student group(s): HISPANIC at 46%

Proportionately smallest student group(s): WHITE at 3%

Question: **What number and percentage of new college students, by ethnicity, who started in ENGLISH 321 at EVC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers
ASIAN	22	1	5%
BLACK	7	2	29%
HISPANIC	32	2	6%
WHITE	2	0	0%
OTHER	6	0	0%
TOTAL	69	5	7%



Low numbers necessitate caution in interpreting data.

Answer:

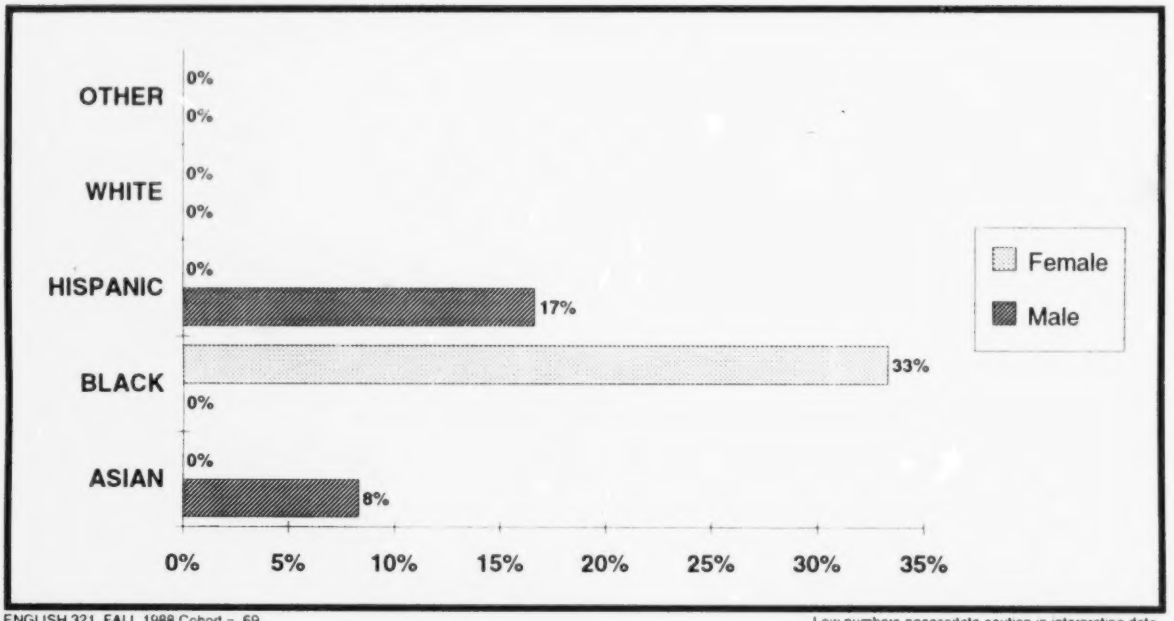
Group(s) with HIGHEST persistence rate: BLACK at 29%

Group(s) with LOWEST persistence rate: WHITE at 0%
OTHER at 0%

Question: **What number and percentage of new college students, by ethnicity and gender, who started in ENGLISH 321 at EVC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS FROM ENGLISH 321 THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY AND GENDER
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers	Fall 1988 Cohort	S92 # Pers	S92 % Pers
	Male	Male	Male	Female	Female	Female
ASIAN	12	1	8%	10	0	0%
BLACK	1	0	0%	6	2	33%
HISPANIC	12	2	17%	20	0	0%
WHITE	1	0	0%	1	0	0%
OTHER	4	0	0%	2	0	0%
TOTAL	30	3	10%	39	2	5%



ENGLISH 321, FALL 1988 Cohort = 69

Low numbers necessitate caution in interpreting data

Answer:

HIGHEST RANKING GROUPS:

MALE

HISPANIC at 17%

FEMALE

BLACK at 33%

LOWEST RANKING GROUPS:

MALE

BLACK at 0%
WHITE at 0%
OTHER at 0%

FEMALE

ASIAN at 0%
HISPANIC at 0%
WHITE at 0%
OTHER at 0%

San Jose/Evergreen Community College District Longitudinal Tracking System

EVERGREEN VALLEY COLLEGE

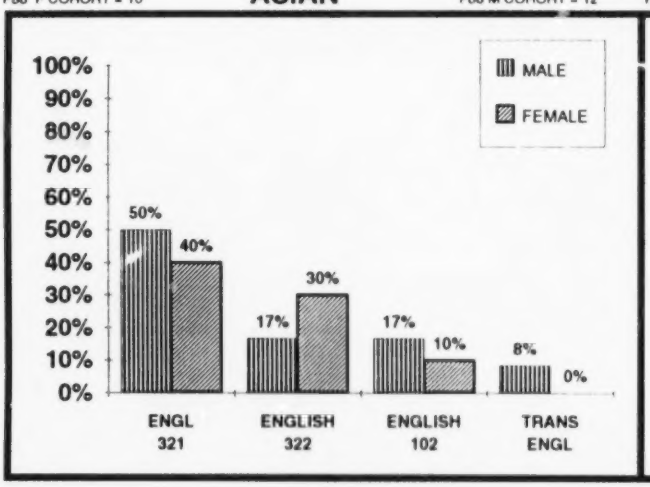
PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 321 FALL 1988

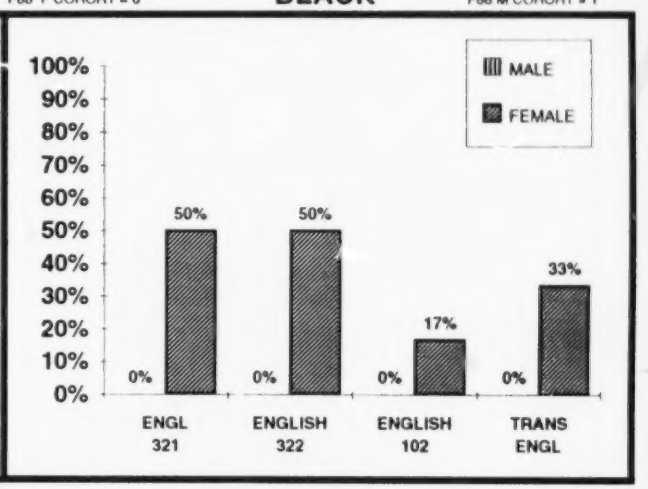
CUMULATIVE 4TH SEMESTER DATA (Spring 1992)

BY BENCHMARK ETHNICTY AND GENDER

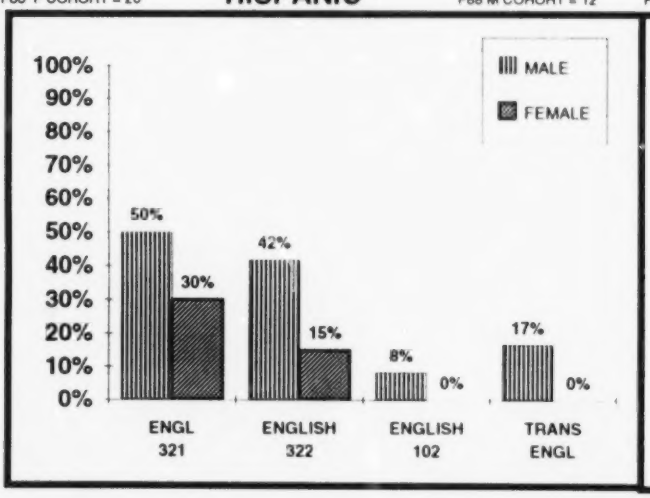
F88 F COHORT = 10 **ASIAN** F88 M COHORT = 12



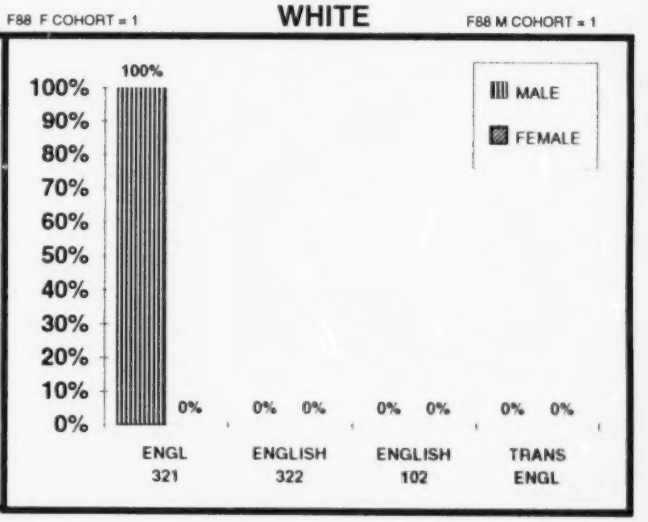
F88 F COHORT = 6 **BLACK** F88 M COHORT = 1



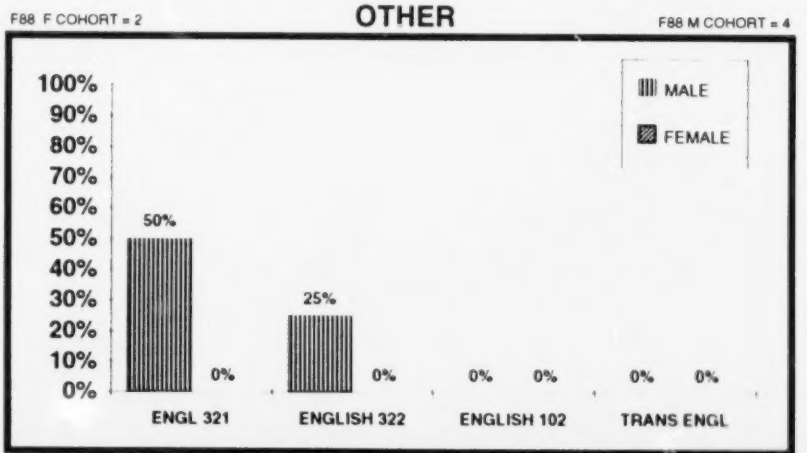
F88 F COHORT = 20 **HISPANIC** F88 M COHORT = 12



F88 F COHORT = 1 **WHITE** F88 M COHORT = 1



F88 F COHORT = 2 **OTHER** F88 M COHORT = 4



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Low numbers necessitate caution in interpreting data.

EVERGREEN VALLEY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 321 FALL 1988

from
ENGLISH 321
through
TRANSFER LEVEL ENGLISH (1A)

SORTED FROM HIGH TO LOW

CUMULATIVE NUMBER AND PERCENT*, 4TH SEMESTER DATA

BY ETHNICITY AND GENDER

ENGLISH 321, FALL 1988 Cohort = 69

Low numbers necessitate caution in interpreting data

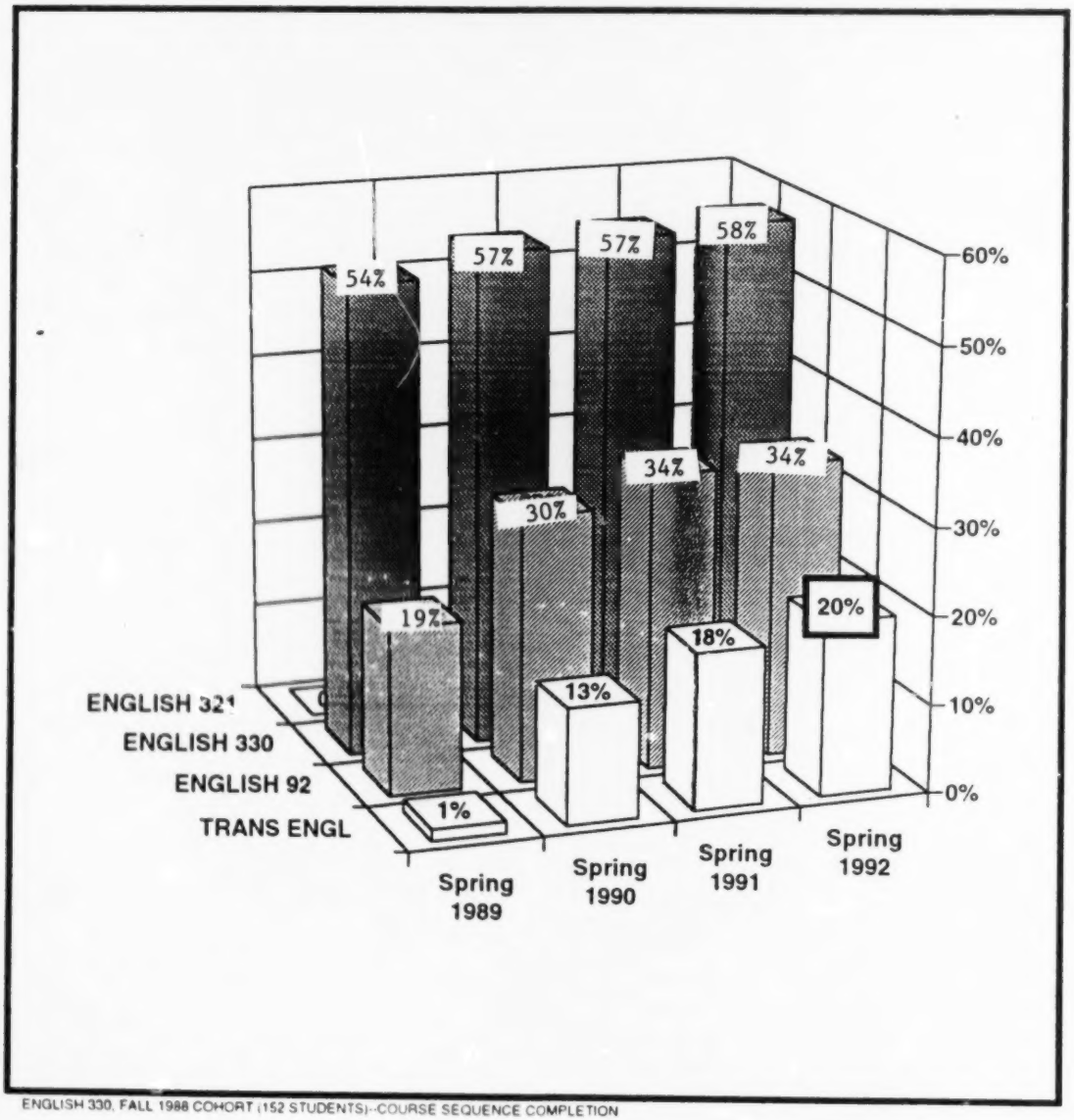
FALL 1988 - SPRING 1992					SORTED HIGH TO LOW			
ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %		ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %
IND M	0	0	0%		BLK F	6	2	33%
IND F	0	0	0%		HSP M	12	2	17%
FIL M	2	0	0%		ASN M	9	1	11%
FIL F	4	0	0%		HSP F	20	0	0%
BLK M	1	0	0%		UNK F	5	0	0%
BLK F	6	2	33%		FIL F	4	0	0%
MID M	0	0	0%		OTH M	4	0	0%
MID F	0	0	0%		PAC F	3	0	0%
PAC M	1	0	0%		ASN F	3	0	0%
PAC F	3	0	0%		FIL M	2	0	0%
ASN M	9	1	11%		OTH F	2	0	0%
ASN F	3	0	0%		UNK M	2	0	0%
HSP M	12	2	17%		BLK M	1	0	0%
HSP F	20	0	0%		PAC M	1	0	0%
WHT M	1	0	0%		WHT M	1	0	0%
WHT F	1	0	0%		WHT F	1	0	0%
OTH M	4	0	0%		IND M	0	0	0%
OTH F	2	0	0%		IND F	0	0	0%
DCL M	0	0	0%		MID M	0	0	0%
DCL F	0	0	0%		MID F	0	0	0%
UNK M	2	0	0%		DCL M	0	0	0%
UNK F	5	0	0%		DCL F	0	0	0%

*Percentages in this table differ from other tables in this report because this table includes Unknown and Decline to State categories.

EVERGREEN VALLEY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS
from
ENGLISH 330
through
TRANSFER LEVEL ENGLISH (1A)

FALL 1988 - SPRING 1992



ENGLISH 330, FALL 1988 COHORT (152 STUDENTS)--COURSE SEQUENCE COMPLETION

Research Report #292

Background Information

Abbreviations

Ethnic Groups

IND = American Indian/Alaskan native
FIL = Filipino
BLK = Black
MID = Middle Eastern
PAC = Pacific Islander (Guam, Samoa, etc.)
ASN = Asian (Chinese, Japanese, Korean, Vietnamese, etc.)
HSP = Chicano, Latino, Mexican, Hispanic
WHT = White, non-Hispanic
OTH = Other non-White
DCL = Decline to state
UNK = Unknown

Benchmark Ethnic Groups

ASN = ASN + FIL + PAC
BLK = BLK
HSP = HSP
WHT = WHT
OTH = OTH + IND + MID

Note: DCL & UNK are not represented in the benchmark figures.

Other Abbreviations & Definitions

SJCC = San Jose City College
EVC = Evergreen Valley College
ENGLISH 330/335 = Writing Level 2 (Not paired with Reading Level 2): Achieved by successfully completing one of the following classes: ENGL 330, ENGL 335, or E S L 312
ENGLISH 92 = Writing Level 3 (Not Paired with Reading Level 3): Achieved by successfully completing one of the following classes: ENGL 92 or E S L 92
TRANS ENGL = Transfer Level English: ENGLISH 1A or E S L 1A
COMPETENCY = A, B, C or CR grade in course or equivalent course
PERSISTENCE (PERS) = Successfully continuing to the next level after gaining competency in the previous level

Appendices

Detailed appendices are available upon request from the office of Academic Standards

Funding

The prototype and template for this report were developed using Title III funds.

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Data Collection

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Tony Ma

Prototype & Template Creation, Document Preparation

Katheen Budros, Program Assistant

DATA HIGHLIGHTS

- Thirty students, or 20%, of the 152 new students beginning in English 330 in Fall 1988 at EVC progressed through Transfer Level English between Fall 1988 and Spring 1992.

- 58% of these 152 students beginning in English 330 achieved competency in English 330 (Write Level 2) within four academic years, and 34% achieved competency in English 92 (Write Level 3).

- The group was 43% Male and 57% Female; 23% of the Males and 17% of the Females persisted.

- Black students had the highest persistence rate at 33%, followed by Hispanic at 20%. White and Other had the lowest persistence rates at 10% and 11%, respectively.

- Hispanic Males (30%) and Black Females (45%) had the highest persistence rates by ethnicity and gender; White Females (0%) and Other Male (13%) had the lowest.

- 93% of the original group of 152 was non-White.

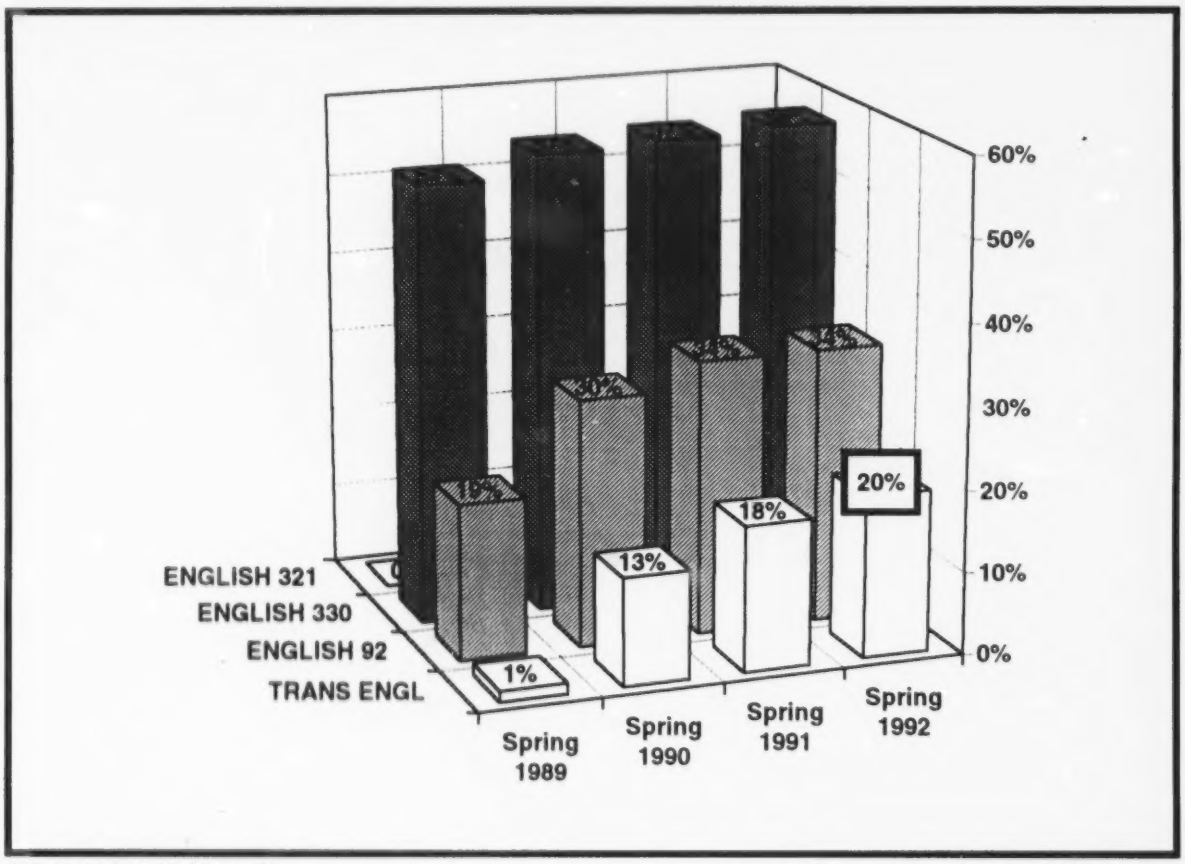
- Of the 152 students beginning in English 330, Hispanic (36%) and Asian (32%) comprised the largest ethnic groups. White, at 7%, comprised the smallest.

COMMENT: 93% of the English 330 students were non-White. If one of the college's goals is to transfer more underprepared students and protected ethnic groups, this goal is not being met for the large percentage of students entering at the English 330 level.

Question: **What percentage of new college students who started in ENGLISH 330 at EVC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

Cumulative Persistence from ENGLISH 330 through TRANSFER LEVEL ENGLISH (1A)

		ENGLISH 321	ENGLISH 330	ENGLISH 92	TRANS ENGL	
	Spring 1989	0%	54%	19%	1%	
	Spring 1990	0%	57%	30%	13%	
	Spring 1991	0%	57%	34%	18%	
	Spring 1992	0%	58%	34%	20%	



ENGLISH 330, FALL 1988 Cohort = 152

Low numbers necessitate caution in interpreting data.

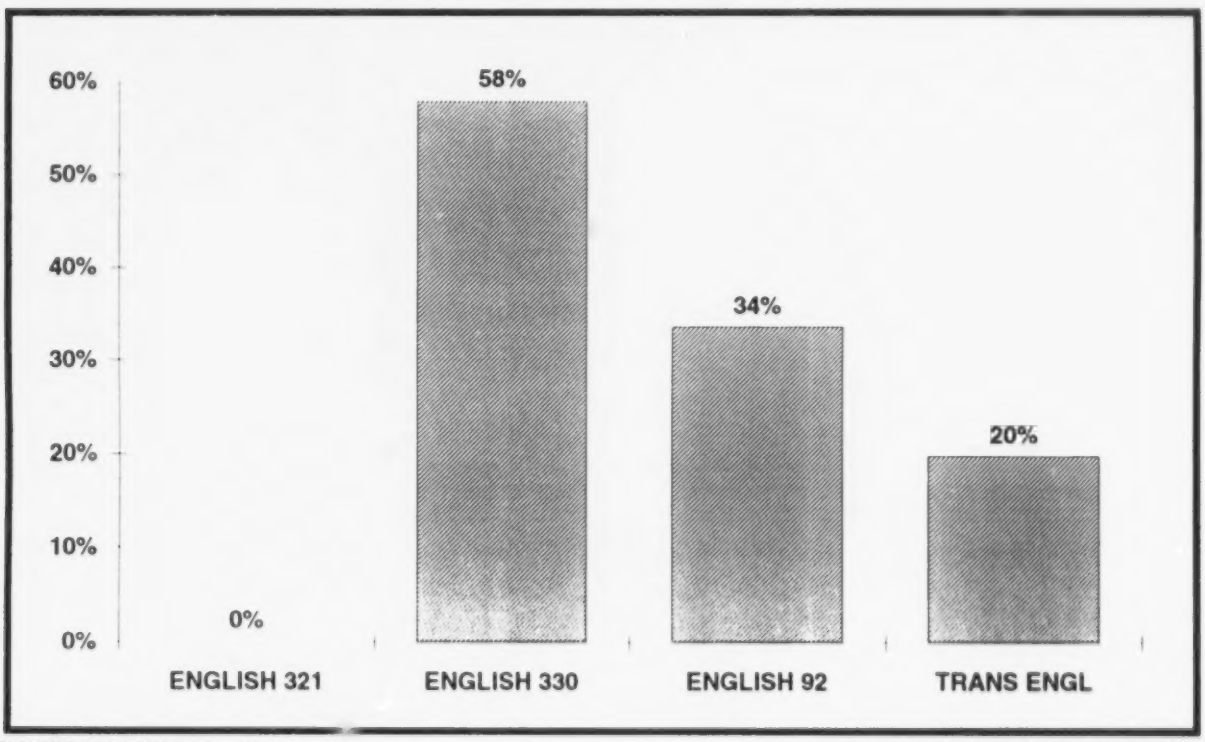
Answer: **20%** of the original FALL 1988 group persisted through English 1A within four academic years.

Question: **What are the cumulative ENGLISH 330 and higher level ENGLISH competency rates over four academic years of new college students who started in ENGLISH 330 at EVC in FALL 1988?**

Cumulative Percentage by Semester

	FALL 1988	F88	S89	Su89	F89	S90	Su90	F90	S91	Su91	F91	S92
	Cohort	%	%	%	%	%	%	%	%	%	%	%
ENGLISH 321		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ENGLISH 330	152	51%	54%	55%	56%	57%	56%	57%	57%	57%	57%	58%
ENGLISH 92		0%	19%	20%	26%	30%	30%	32%	34%	34%	34%	34%
TRANS ENGL		0%	1%	3%	11%	13%	14%	16%	18%	18%	19%	20%

CUMULATIVE COMPETENCY RATES FOR ENGLISH 330 AND HIGHER ENGL AFTER FOUR ACADEMIC YEARS (Spring 1992)



ENGLISH 330, FALL 1988 Cohort = 152

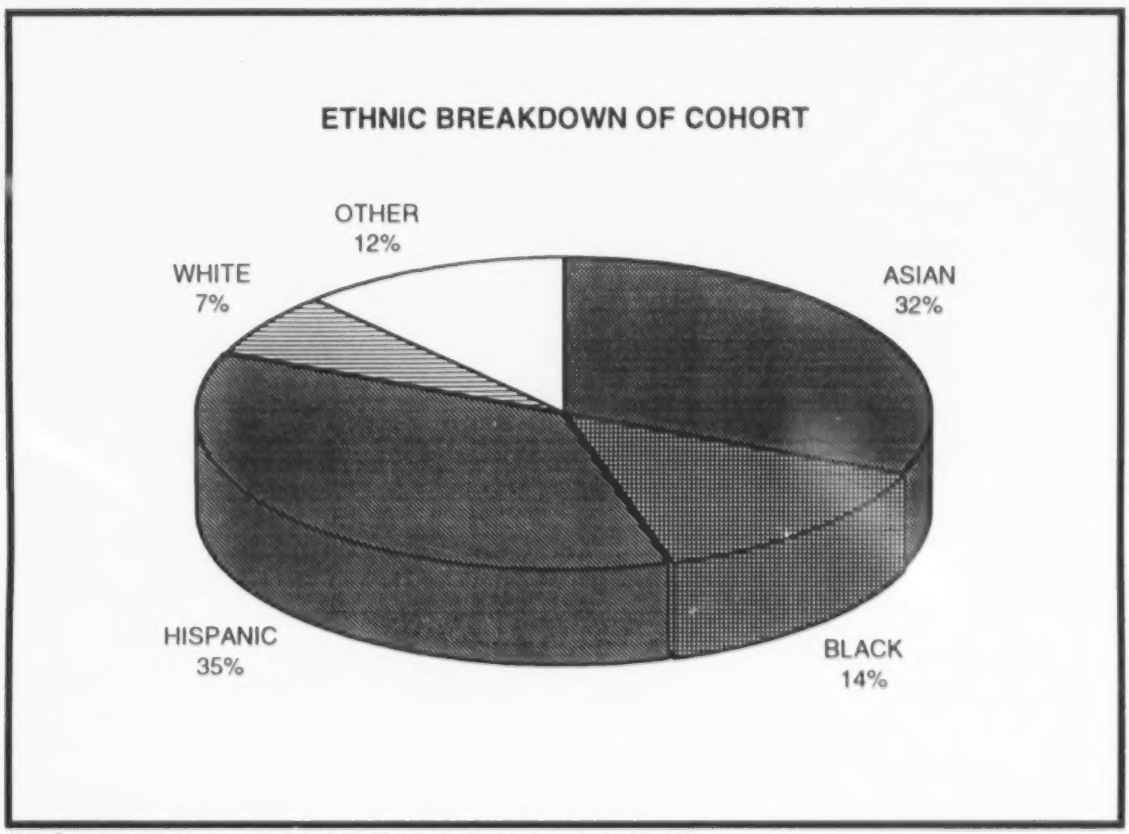
Low numbers necessitate caution in interpreting data.

Answer: After four academic years, the cumulative competency rates for new college students who began in FALL 1988 in ENGLISH 330 were as follows:

ENGLISH 321	0%
ENGLISH 330	58%
ENGLISH 92	34%
TRANSFER LEVEL ENGLISH (1A)	20%

QUESTION: **What was the benchmark ethnic breakdown of new college students who started in ENGLISH 330 at EVC in FALL 1988?**

FALL 1988 COHORT		
GROUP	#	%
ASIAN	48	32%
BLACK	21	14%
HISPANIC	55	36%
WHITE	10	7%
OTHER	18	12%
TOTAL	152	100%



Note: Computer rounding sometimes results in slightly different percentages on the pie chart and the table.

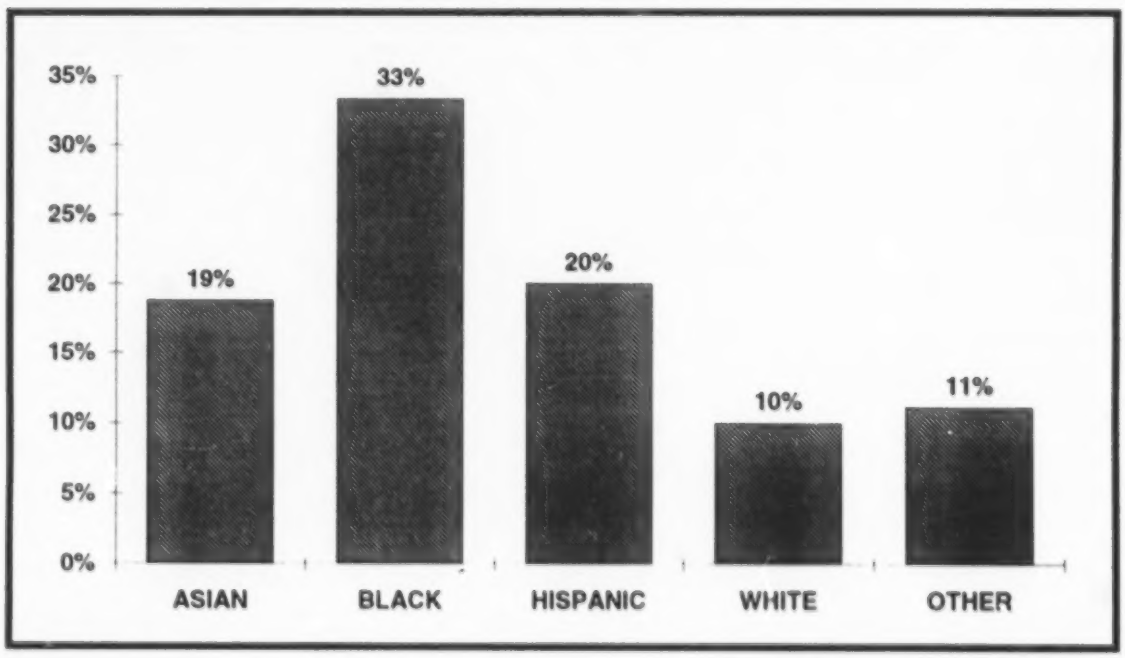
ANSWER: Proportionately largest student group(s): HISPANIC at 36%

Proportionately smallest student group(s): WHITE at 7%

Question: **What number and percentage of new college students, by ethnicity, who started in ENGLISH 330 at EVC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY
FALL 1988 - SPRING 1992

	Fall 1988 Cohort	S92 # Pers	S92 % Pers
ASIAN	48	9	19%
BLACK	21	7	33%
HISPANIC	55	11	20%
WHITE	10	1	10%
OTHER	18	2	11%
TOTAL	152	30	20%



Low numbers necessitate caution in interpreting data.

Answer:

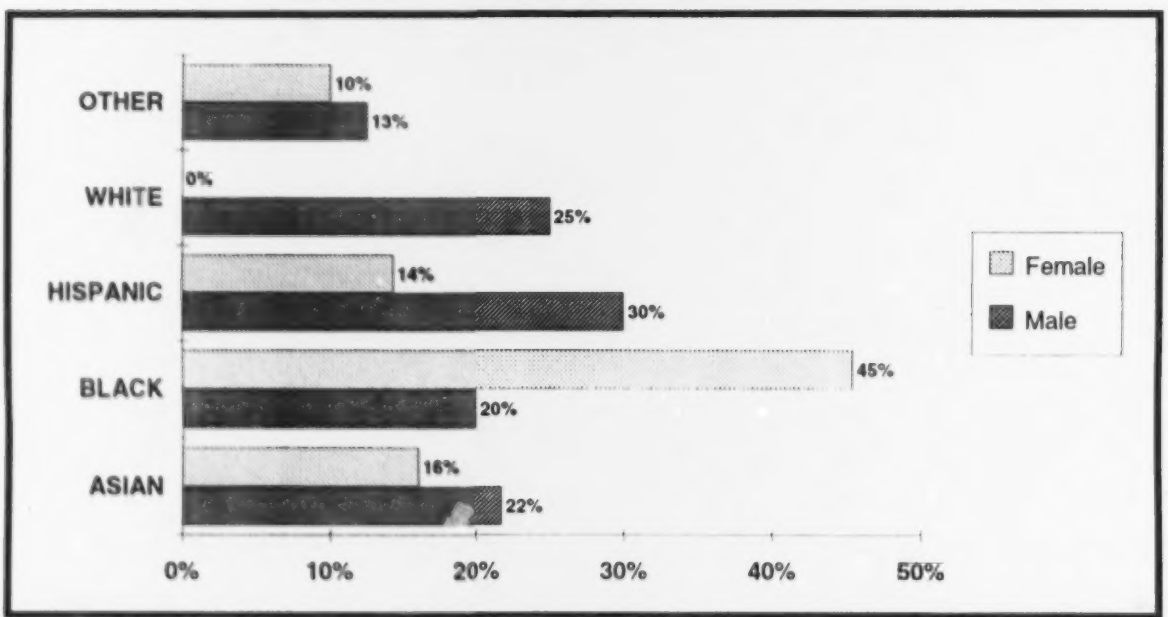
Group(s) with HIGHEST persistence rate: BLACK at 33%

Group(s) with LOWEST persistence rate: WHITE at 10%

Question: **What number and percentage of new college students, by ethnicity and gender, who started in ENGLISH 330 at EVC in FALL 1988 persisted through TRANSFER LEVEL ENGLISH (1A) within four academic years?**

PERSISTENCE OF NEW COLLEGE STUDENTS FROM ENGLISH 330 THROUGH TRANSFER LEVEL ENGLISH (1A)
NUMBER AND PERCENT BY ETHNICITY AND GENDER
FALL 1988 - SPRING 1992

	Fall 1988 Cohort Male	S92 # Pers Male	S92 % Pers Male	Fall 1988 Cohort Female	S92 # Pers Female	S92 % Pers Female
ASIAN	23	5	22%	25	4	16%
BLACK	10	2	20%	11	5	45%
HISPANIC	20	6	30%	35	5	14%
WHITE	4	1	25%	6	0	0%
OTHER	8	1	13%	10	1	10%
TOTAL	65	15	23%	87	15	17%



ENGLISH 330, FALL 1988 Cohort = 152

Low numbers necessitate caution in interpreting data.

Answer:

HIGHEST RANKING GROUPS:

MALE
HISPANIC at 30%

FEMALE
BLACK at 45%

LOWEST RANKING GROUPS:

MALE
OTHER at 13%

FEMALE
WHITE at 0%

San Jose/Evergreen Community College District Longitudinal Tracking System

EVERGREEN VALLEY COLLEGE

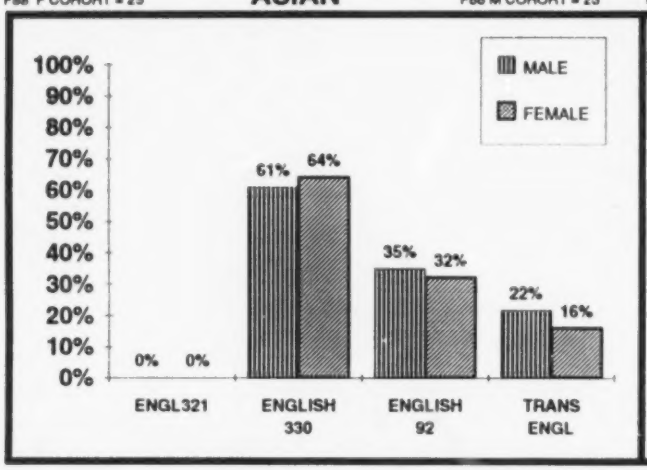
PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 330 FALL 1988

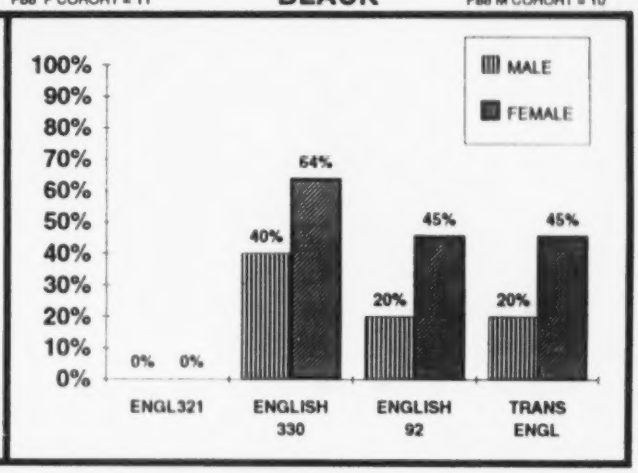
CUMULATIVE 4TH SEMESTER DATA (Spring 1992)

BY BENCHMARK ETHNICTY AND GENDER

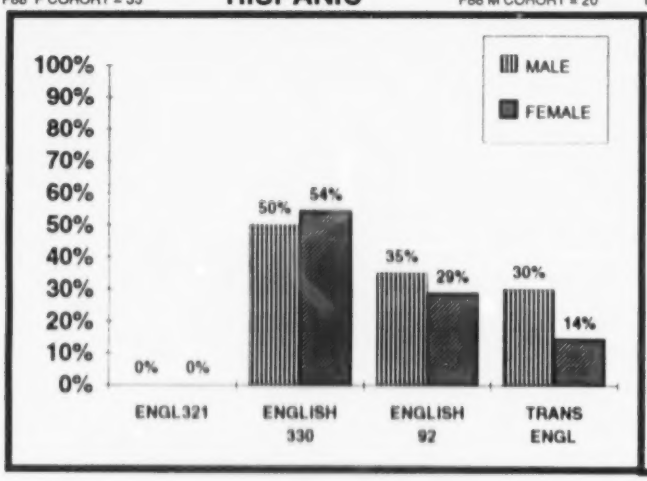
F88 F COHORT = 25 **ASIAN** F88 M COHORT = 23



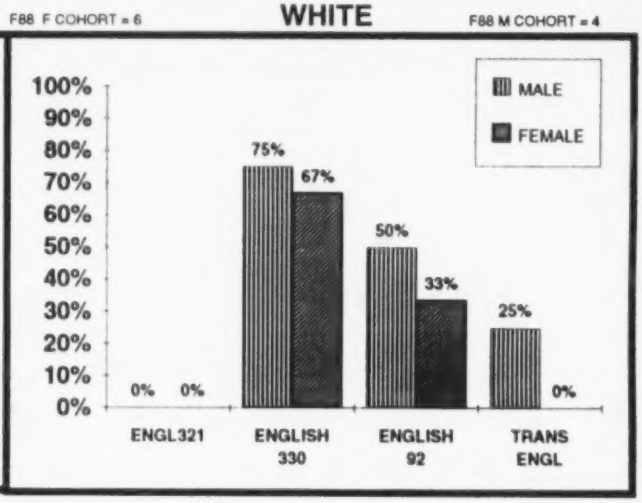
F88 F COHORT = 11 **BLACK** F88 M COHORT = 10



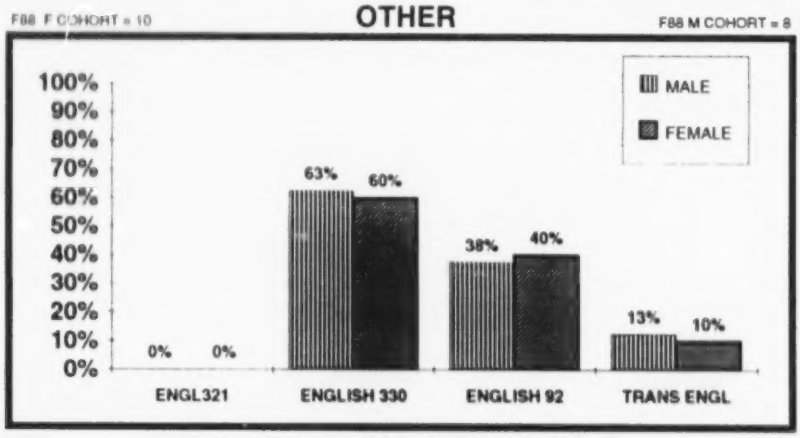
F88 F COHORT = 35 **HISPANIC** F88 M COHORT = 20



F88 F COHORT = 6 **WHITE** F88 M COHORT = 4



F88 F COHORT = 10 **OTHER** F88 M COHORT = 8



Low numbers necessitate caution in interpreting data.

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EVERGREEN VALLEY COLLEGE

PERSISTENCE OF NEW COLLEGE STUDENTS

Students with no previous college experience who STARTED IN ENGLISH 330 FALL 1988

from
ENGLISH 330
through
TRANSFER LEVEL ENGLISH (1A)

SORTED FROM HIGH TO LOW

CUMULATIVE NUMBER AND PERCENT*, 4TH SEMESTER DATA

BY ETHNICITY AND GENDER

ENGLISH 330, FALL 1988 Cohort = 152 — Low numbers neccessitate caution in interpreting data.

FALL 1988 - SPRING 1992					SORTED HIGH TO LOW			
ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %		ETHNIC GROUP	FALL 1988 COHORT	S92 #	S92 %
IND M	3	0	0%		BLK F	11	5	45%
IND F	1	0	0%		HSP M	20	6	30%
FIL M	3	0	0%		ASN F	14	4	29%
FIL F	7	0	0%		ASN M	18	5	28%
BLK M	10	2	20%		WHT M	4	1	25%
BLK F	11	5	45%		BLK M	10	2	20%
MID M	0	0	0%		OTH M	5	1	20%
MID F	0	0	0%		HSP F	35	5	14%
PAC M	2	0	0%		UNK M	8	1	13%
PAC F	4	0	0%		OTH F	9	1	11%
ASN M	18	5	28%		UNK F	14	1	7%
ASN F	14	4	29%		FIL F	7	0	0%
HSP M	20	6	30%		WHT F	6	0	0%
HSP F	35	5	14%		PAC F	4	0	0%
WHT M	4	1	25%		IND M	3	0	0%
WHT F	6	0	0%		FIL M	3	0	0%
OTH M	5	1	20%		PAC M	2	0	0%
OTH F	9	1	11%		IND F	1	0	0%
DCL M	0	0	0%		DCL F	1	0	0%
DCL F	1	0	0%		MID M	0	0	0%
UNK M	8	1	13%		MID F	0	0	0%
UNK F	14	1	7%		DCL M	0	0	0%

*Percentages in this table differ from other tables in this report because this table includes Unknown and Decline to State categories.